



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**OTR2013: Global Evangelism**

**COURSE GENERAL INFORMATION:**

**Dates:** Course Schedule – 15 weeks plus one week of finals

**Credit Hours:** 3

**Prerequisites:** There are no prerequisites for this course.

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home

Office

Cell Provide by Faculty

Fax

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

An overview of the biblical, theological, and historical foundations for personal, congregational, and mass evangelism strategies, both local and global. Attention will also be given to the role of the Church of the Nazarene in global missions as well as the development of new Great Commission strategies.

**COURSE INTENDED LEARNING OUTCOMES:**

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

1. CN11 Ability to describe the mission and practice of the Church throughout its history.
2. CP7 Ability to lead evangelistically through preaching, modeling and equipping others.
3. CP8 Ability to lead in discipling and assimilating new converts into the Church.
4. CP15 Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive.
5. CX1 Ability to understand, appreciate, and work sensitively with cultures and sub-cultures
6. CX2 Ability to identify and apply the principles of cross-cultural communications.
7. CX7 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.
8. CX8 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.

**COURSE TEXTBOOKS:**

Shaver, Charles (Chic). *Basic Bible Studies for New/Growing Christians*. Memory Verse Cards. 2nd ed., Beacon Hill Press, 1994.

ISBN: 8780000135736

Gailey, Charles R., and Howard Culbertson. *Discovering Missions*. Beacon Hill Press, 2007. ISBN: 9780834122574

**Supplemental:** (Not Required But Highly Recommended)

Shaver, Charles (Chic). *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. 3rd ed., Beacon Hill Press, 2009. ISBN: 8780000122194

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

## **COURSE RESOURCES:**

### Bibliography

- Mandryk, Jason. *Operation World: the definitive prayer guide to every nation*. 7th ed. Colorado Springs: Biblica, 2010. Print.
- Richardson, Don. *Eternity in Their Hearts*. Ventura: Regal Books, 1981. Print.
- Saint, Steve. *The Great Omission*. Seattle: YWAM Publishing, 2001. Print.
- Tucker, Ruth. *From Jerusalem to Irian Jaya*. Grand Rapids: Zondervan, 2004. Print.
- Tucker, Ruth. *Guardians of the Great Commission*. Grand Rapids: Zondervan, 1994. Print.
- Winter, Ralph, and Steven Hawthorne, eds. *Perspectives on the World Christian Movement*. 4th ed. Pasadena: William Carey Library Publishers, 2009. Print.
- Zumwalt, John. *Passion for the Heart of God*. Choctaw: HGM Publishing, 2000. Print.

## **COURSE REQUIREMENTS:**

### **I. Reading**

Students are expected to complete the assigned reading so that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

### **II. Reading Reports**

Write a 250-word response to each session's reading.

- a. Here are some starter questions. You do not need to respond to all or even to any of these. Select only those for which you can write a substantive answer.
  - What did you learn from the textbook or the PDF book excerpt? What do you know now that you didn't know before?
  - What did you feel as you read?
  - Did you wind up sharing any of this with someone else?
  - Did it challenge some assumptions you held?
  - Did it confirm something you have been thinking about for a while?
  - Was there a phrase that grabbed your attention and has remained impressed in your mind?
  - What relevance do you see between the material you read and your own local ministry?

- b. Pick one of the end-of-chapter reflection or study questions from this textbook reading. Respond to only one question each session, not one question per chapter. Clearly state the textbook question you have chosen and then answer your study question.

### III. **Global Mission Sermons**

From the reading in this first session, submit two sermon ideas that clearly reflect global missions.

Don't give us the entire sermon, but provide the following:

- **Sermon Title** – You may be creative, but make sure the title reflects the passage and the thesis of the sermon
- **Sermon Text** – Provide the passage that contains the text of the sermon
- **Summary Statement of Sermon** (Thesis statement) – Reduce your sermon to one complete sentence. After all, this is the main thing you are going to communicate when you share this message on global missions.

The sermons could be motivational (trying to get believers to embrace the cause of world evangelism), inspirational (rejoicing at what God has done and is doing), or informational (such as helping young people listen for God's call). Submit two sermon ideas as stated above to the class discussion under the appropriate thread.

### IV. **Sermon Illustration**

Pastors who sprinkle their sermons with illustrations from the history of the global expansion of the Church will educate their people about world evangelism even when they're not specifically preaching on it.

Session two is full of historical information. Surely, you'll see at least one great sermon illustration in this reading. In 75 to 150 words, re-tell a story or event from this session's reading that you could envision using as an illustration to make a point in a sermon or in a Sunday school class or in a small group meeting.

Don't just refer to the illustration saying: "I like the life story of William Carey because it shows..." Indeed, for this assignment, there is no need to tell us "the point." Just tell the particular story vividly enough that people can visualize it. To flesh it out, you may need to do some research to come up with additional details.

### V. **Missionary Book Report**

One primary objective of this assignment is to have you evaluate a tool being used in local churches to promote the cause of world evangelism.

Students will read one of the NMI missionary reading books (adult or youth sets) produced each year by Nazarene Publishing House. If you are not familiar with these books, contact your Sr. Pastor or your local NMI President to obtain a book or they are also available in ebook format through NPH.

**NOTE:** If you don't have access to the materials, you may use a book about a missionary or a global missionary ministry within your denomination or in the evangelical world at large. It can be as small as 80 or so pages.

Submit a book report according to the following requirements and format:

- Book Title, Author and Year Published
- (Publisher's Name if not NMI)
- Part I. Basic Summary of the Book
- Part II. Insights That Have Influenced My Perception of Global Evangelism
- Part III. Action Steps: Plans, ministries, activities that could be incorporated into a local church ministry based on what I have learned.

This report should be 350-500 words in length. Application is more important than Part I, so avoid the tendency to make the book summary the majority of the assignment.

## **VI. My Local Church's Worldwide Involvement**

For this research project, find out specifics about everything being done in your local church to promote, support, and mobilize for outreach efforts in other parts of the world: inspiration, education, financing, prayer support, and children/youth involvement. This will include events throughout the year, publicity about world missions in church facilities and newsletters, participation with other churches in services featuring missions speakers, drumming up prayer support, promotion of offerings, connections with missionaries on the field during the year, involvement of children and youth, and so on.

This report is NOT to be about local ministries. This is about "ends-of-the-earth" stuff. Note: This is also not just about whether people in your church go on mission trips.

This report is to be based on actual research. Do NOT just write about what you already know is happening or think you know. Talk to your pastor as well as those involved in your local Nazarene Missions International organization (or whatever it is called in your church). Even if you are the pastor, do not write this report just off the top of your head. There may be global evangelism promotion and prayer going on that you are only dimly aware of.

Follow up on leads. If it is mentioned that a particular Sunday school class sends birthday cards to missionaries, call the teacher of that class and find out what they are doing. Speak to the leaders of ministries to youth and children to see what they are doing to promote a global vision.

Your written report should give us an accurate, comprehensive picture of your church's involvement in global outreach. Do not assume we know what is going on; give us specific details so we can visualize it. The length of your report will depend largely on what you discover that your church is doing. Most such reports will run 500-750 words.

This is an academic research project, so list the sources of your information (who you talked to). A report without a list of sources will not receive full credit.

## **Mission Mobilization Attempt**

During Session Five, you will report on an extended conversation you've had with someone you tried to get "on board" with missions. That is, you need to be a mobilizer or motivator. It could be:

- Someone to fill a position on your local missions council
- Someone to do a one-time job for your missions council (such as a bulletin board or decorations for a Faith Promise weekend)
- Someone who's resisted getting involved with committing to missions giving through Faith Promise
- A young person thinking about a missions call
- Someone you want to encourage to go on a Work and Witness project or even to a missions rally of some kind.

The conversation needs to be more than two sentences in the church foyer. It should be both a listening to them as well as your attempts to sell them on their involvement with some part of the world missions enterprise. Submit a 500-750 word report. Be sure to include who, what the subject of the conversation was, the results, and some of your own later reflections. Were they resistant or receptive? Why?

## **Missionary Interview**

Students will interview someone who has had significant mission field experience. Ideally, this would be an actual missionary. If someone like that is not available, talk to someone who has been on a short-term experience like a college student with Youth in Mission or someone who has been on a Work and Witness trip. Your district NMI president may be able to suggest someone living near you as a subject for this interview.

As you prepare for the interview, think back over these six sessions. Let your questions flow from the insights from the material: biblical and theological foundations, cultural dimensions, and strategic dimensions. Submit your 500-750 word interview.

## **Final Exam**

This is an "open book" test. You may refer to all of the materials you have at your disposal during the test. The Final Exam is to be written in MS Word and submitted to your instructor.

## **Session Reflection Assignment**

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must cite references from the weekly assigned reading for the learning experiences and include suggested real-world applications of the course material.

## **COURSE EVALUATION:**

### **Course Assignments**

**Assignments**

	Points
<b>Weekly Assignments:</b>	
Reading Reports	25
Class Discussion/Participation	40
Session Reflection	35
<i>TOTAL EACH Session</i>	100
<b>Course Level Assignments:</b>	
Sermon Titles	15
Sermon Illustrations	15
My Church's Mission Involvement	100
Mission Mobilization Attempt	50
Missionary Interview	70
Missionary Book Report	50
Final Exam	100
<i>TOTAL COURSE ASSIGNMENTS:</i>	400
<i>TOTAL ALL ASSIGNMENTS</i>	1000

## Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

## COURSE SCHEDULE:

### I. Session One - Biblical/Theological Foundations

Question of the session: What is the scriptural basis for God's redemptive plan for the nations? To answer that question, we'll trace the Great Commission back to Abraham, looking at how God was faithfully unfolding His purpose and expanding His kingdom from Abraham on. Imagine the difference it would make in you if God Himself would transport you to heaven and reveal to you the world as He sees it from His perspective.

- Intended Learning Outcomes
  - Students will have acquired an understanding of foundational concepts in missiology including the changing global context.
  - Students will be able to articulate how God's purpose to bless all peoples and be worshiped and glorified by them is a theme that runs through all of Scripture.
  - Students will be able to explain some of the varying philosophies of world mission leaders and organizations.
- Reading
  - *Discovering Missions*. Chapters 1, 2, and 11.

- "Let the Nations Be Glad" by John Piper (<https://document.desiringgod.org/let-the-nations-be-glad-pdf-excerpt-en.pdf?ts=1446647796>)
- Sermon Titles

## II. Session Two - Historical Dimension

Question of the session: How has God been at work since the time of Christ to further His redemptive plan for the nations? This is history time. We'll look at 2,000 years of expansion of Christianity with a focus on key pioneers of the Christian Movement. We'll see how well God's servants are doing to reach the lost. We will marvel at the testimonies of people that have responded to the Gospel through the centuries. This will be a different look at church history. Often church history focuses on doctrinal controversies and development. We're going to focus on the expansion of the church around the globe.

- Intended Learning Outcomes
  - Students will be able to trace the global expansion of Christianity and describe the task yet to be done.
  - Students will be able to articulate what it means for the "center of gravity" of Christianity to have shifted away from the West.
  - Students will be able to name and describe some of the key human leaders of world outreach across the centuries.
- Reading
  - *Discovering Missions*. Chapters 3, 5, and 6.
  - "Four Men, Three Eras, Two Transitions" by Ralph D. Winter ([http://www.foundationscourse.org/uploads/documents/reader/31\\_four\\_men\\_three\\_eras.pdf](http://www.foundationscourse.org/uploads/documents/reader/31_four_men_three_eras.pdf))
- Sermon Illustrations

## III. Session Three - Cultural Dimension

Question of the session: How do we make the Gospel relevant to people in other cultures? We'll be looking at the Gospel and cross-cultural communication. I hope you'll see future relevance in the material for your own ministry, even if that happens within 50 miles of where you were born!

- Intended Learning Outcomes
  - Students will be able to explain how applied anthropology intersects with the goals and mandate of Christian mission.
  - Students will be able to identify the problems and skills important for doing cross-cultural ministry.
  - Students will be able to articulate the importance of communicating the gospel in a person's "heart language."
- Reading
  - *Discovering Missions*. Chapters 7-8.
  - *Basic Bible Studies for New and Growing Christians* by Chic Shaver
  - "The Viable Missionary: Learner, Trader, Story Teller" by Donald Larson (<https://story4glory.net/wp-content/uploads/2015/10/The-Viable-Missionary.pdf>)
  - Your choice of One of the following two book excerpts:
    - "Redemptive Analogy" by Don Richardson (<https://www.gatewaycwm.org/sites/gatewaycwm.org/files/Team%20training%204.2%20Redemptive%20Analogy.pdf>)
    - "Identification in the Missionary Task" by William Reburn (<https://journals.sagepub.com/doi/abs/10.1177/009182966000700101>)

- Missionary Book Report
  - Read and report on a Nazarene missionary reading book of your choice. About 4-5 of these are produced each year. You do NOT have to choose a book from the current year's list. Non-Nazarenes may read something written by or about a missionary supported by their own church or denomination.

#### IV. Session Four - Strategy Dimension, Part I

Question of the session: What are the most effective ways to complete God's redemptive plan for the nations? This is the first of two weeks we'll spend on world evangelism strategy. A key question will be: What are "unreached people groups" and why are they so important in the completion of God's eternal purpose?

- Intended Learning Outcomes
  - Students will be able to evaluate contemporary strategies for completing the task of world missions.
  - Students will be able to explain the pros and cons of short-term volunteer mission.
  - Students will be able to list and explain some of the strategic principles for reaching a people group with the gospel.
- Reading
  - *Discovering Missions*. Chapters 9, 10, and 12.
  - "The New Macedonia: A Revolutionary New Era in Mission Begins" by Ralph Winter (<https://joshuaproject.net/assets/media/articles/the-highest-priority.pdf>)
- My Church's Mission Involvement
  - Give an accurate and fleshed-out picture of your church's involvement in global outreach (most will run 500-750 words). This will include events throughout the year, publicity in church facilities and newsletters, participation in multi-church services featuring missions speakers, drumming up prayer support, promotion of offerings, connections with missionaries on the field during the year, involvement of children and youth and so on. Do not assume we know what is going on; give enough detail for us to visualize it.
  - This is an academic research project. So, list the sources of your information (who you talked to). A report without a list of sources will not receive full credit.

#### V. Session Five - Strategy Dimension, Part II

Question of the session: What are the most effective ways to complete God's redemptive plan for the nations? This is the second of two weeks we'll spend on world evangelism strategy. A key question will be: What are "unreached people groups" and why are they so important in the completion of God's eternal purpose?

- Intended Learning Outcomes
  - Students will be able to talk in terms of what current trends seem to be saying about the future of the global church.
  - Students will be able to explain what the church must do in order to "finish the task."
- Reading
  - *Discovering Missions*. Chapter 14.
  - "The Spontaneous Multiplication of Churches" by George Patterson ([http://www.worldevangelicals.org/resources/rfiles/res3\\_422\\_link\\_1342018227.pdf](http://www.worldevangelicals.org/resources/rfiles/res3_422_link_1342018227.pdf))
  - "Finishing the Task: The Unreached Peoples Challenge" by Ralph Winter and Bruce Koch ([https://www.ijfm.org/PDFs\\_IJFM/19\\_4\\_PDFs/winter\\_koch\\_task.pdf](https://www.ijfm.org/PDFs_IJFM/19_4_PDFs/winter_koch_task.pdf))
- Mission Mobilization Attempt



- Submit a 500-750 word report to the class discussion. Be sure to include who, what the subject of the conversation was, the results, and some of your own later reflections. Were they resistant or receptive? Why?

## VI. Session Six - Where Nazarenes Fit In

We'll wrap up these six sessions on Global Evangelism with a look at Nazarene world mission outreach.

- Intended Learning Outcomes
  - Students will embrace strategic sacrifice in order to accomplish God's global goal.
  - Students will choose to pursue lifelong personal engagement in world evangelism as a "sender" or as a "sent one."
  - Students will be able to articulate how to mobilize a local congregation for the cause of world evangelism.
- Reading
  - *Discovering Missions*. Chapters 4, 13, and appendix.
  - "Senders" by Steven Hawthorne
- Missionary Interview
  - Interview someone who has had significant foreign mission field experience. Ideally, this would be a career missionary. If someone like that is not available, talk to a person who has short-term mission trip experience like a college student or an adult who has been on more than one Work and Witness trip. Your district NMI president may be able to suggest someone living near you as a subject for this interview. The interview should be done in person or by telephone or Skype. Please do not try to do it via email. This assignment is not about getting information; it is about feeling the heartbeat of someone involved in global evangelism. Suggested questions for the interview:
    - Biographical data: dates and places of missionary service, formal education, family, other pertinent background.
    - What in your childhood prepared you for missionary service?
    - How did you receive your missionary call?
    - Were family/friends supportive?
    - Who or what was most helpful in preparation times (book or person)?
    - If the clock could be turned back, what changes (if any) would you want to make in your own personal preparation for service?
    - Misconceptions which had to be overcome
    - What do you perceive are your strengths in ministry?
    - What you see as your weak points in ministry
    - What part of missionary work do you enjoy most?
    - What parts of cross-cultural service would you like a chance to do differently?
    - A humorous incident involving either the target language or culture
    - Most embarrassing or humiliating moment in cross-cultural contact
    - Greatest disappointment or disillusionment
    - Most treasured memory?
    - Specific ways life has been richer because of cross-cultural service?
    - Favorite scripture passage that relates to experience
    - Your own missionary hero or model
    - Are there specific people in the target culture who have had a significant impact on you? If so, who and in what ways?
    - Advice you would give to people headed for cross-cultural service

- As you prepare for the interview, think back over these six sessions. Let your questions flow from the insights from material in weeks one, three, four and five: Biblical and Theological foundations, cultural dimensions, and strategic dimensions. This is a research project. Therefore, at the end of your report, please add a bibliographic entry with the person's name, the date of the interview, its length and how it was conducted (face-to-face, phone, or Skype). Submit your 500-750-word interview.
- Final Exam

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism\*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. \*(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## APPENDIX ONE

### A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

#### HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
  - 1. **FINAL GRADE**  
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
  - 2. **COURSE SYLLABUS** (which must provide the following)
    - a. Instructor qualifications
    - b. The course title and description
    - c. The course purpose and objectives
    - d. A list of textbooks and other curricular material used in appropriate bibliographical form
    - e. The course requirements and some idea of the instructor's criteria for assigning grades
    - f. Seat time – the number of periods the class met and the length of each period
  - 3. **ASSIGNMENTS**  
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).  
Arrange in chronological order according to the class schedule in the syllabus.
  - 4. **EXAMS/TESTS/QUIZZES** – original and graded
  - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

***Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.***

#### HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at [www.nbc.edu](http://www.nbc.edu).
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).  
Mrs. Cheryl Graves  
Nazarene Bible College  
Alliance for Ministry Education  
17001 Prairie Star Parkway Suite 300  
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.